easyCBM: Online Progress Monitoring System

DESIGNED FOR USE IN SCHOOLS USING AN RTI APPROACH

The idea behind easycbm

- Schools have limited resources; they need to be able to identify students for additional instructional supports AND monitor the effectiveness of those supports regularly, making adjustments as needed.

- The easycbm system gives schools this tool. It can facilitate all parts of the process:

  Train Testers (administration & scoring); Benchmark Tests (to ID); Group for Support (teach); Monitor Progress (every 2 weeks); Evaluate Effectiveness of Intervention (using 3 – 5 data points); Adjust Intervention / Grouping as needed; Make a difference for kids!

Universally-Designed Assessment

- Computer format designed to be easy to access
    - Reduce need for fine motor skills by making 'buttons' easy to hit when selecting answers
- Language demands and cognitive complexity reduced in math items
    - Available as 'read aloud' for grades K & 1
- Particular attention paid to characters in PRF and MCRC reading measures – representative

Measures Available

- Reading
  - Early Literacy (Phoneme Segmenting, Letter Names, Letter Sounds)
  - Fluency (Word Reading Fluency, Passage Reading Fluency)
  - Comprehension (Literal, Inferential, Evaluative)
- Mathematics
  - NCTM Focal Point Standards (3 per grade)

Developing Literacy

- **Alphabetic Principle**
    - Recognizing letters (if someone can't name 41 letters in 60 seconds, the chances of him/her being able to read well are slim)
    - Learning the sounds that letters can make (the building block of phonics)
    - Understanding how to manipulate sound units to form words / sentences
    - Assessed with Phoneme Segmenting (only appropriate for your students who are basically non-readers) / Letter Names / Letter Sounds
    - Instructionally, address skill deficits with structured phonics program, delivered one-on-one or in small groups with students at same skill level. Requires INTENSIVE intervention that should be delivered in addition to regular English / Lang Arts instruction.

Developing Literacy

- **Fluency**
  - Brain internalizes 'rules' about grapheme (written words) / phoneme (sound units) relationships.
  - Repeated exposure to words = move to sight word vocabulary bank
  - +/-150 CWPM needed to read with comprehension
  - Assessed with Passage Reading Fluency (a.k.a. PRF and ORF) tests
  - Appropriate for students who are not yet reading at the 150 CWPM rate
  - Instructionally, address skill deficits with fluency-building programs such as Read 180, Read Right, Read Naturally, choral readings, repeated readings, small group and individual interventions in addition to core English / Lang Arts instruction

Developing Literacy

- **Comprehension**
  - Literal (what is ___ ?)
  - Inferential (why did __ do __ ?)
  - Evaluative (what is the 'best'…what is __ mostly about?)
  - Linked closely to vocabulary knowledge
  - Varies tremendously depending on text features (is the text describing something the student is interested in / familiar with, etc.)
- Assessed with Multiple Choice Reading Comprehension
- Instructionally, address skill deficits with guided reading activities, reciprocal reading strategies, and guided practice using maze-type measures to model the use of meta-cognitive skills related to reading. Develop interest in reading for pleasure.

Mathematics

- **This subject area has not received as much attention as reading in the research literature**
  - **Focal Point Standards derived from years of work analyzing critical concepts, knowledge, and skills students need to become competent users of math**
- Assessed with Math (focal point) Measures
  - 16 items per test
  - Items increase in difficultly from 1 – 16 EXCEPT item 5 and 16 have been switched. If a student gets Item 6, 7, 8 correct, but Item 16 wrong, it's probably more an issue of attention than math knowledge
- Instructionally, address skill deficits with manipulatives, additional practice in building fluency with number skills, concept-based instructional interventions

How do I know where to begin?

- **Administer** appropriate screening tests (see chart, next slide or use other data you have)
- **Determine** who is 'on target' and who may need additional intervention
- **Group** students for intervention / instructional support based on:
  - Need – who needs most help; download data to Excel, sort by score; select your lowest scoring students for intervention
  - Specific skill deficits
  - Available resources

Easycbm Screening Tests

| Gr	Fall	Winter	Spring
K	PS LN LS	PS LN LS WRF	PS LS WRF
1	PS LN LS WRF	LS WRF PRF	LS WRF PRF
2	WRF PRF MCRC	WRF PRF MCRC	WRF PRF MCRC
3	WRF PRF MCRC	WRF PRF MCRC	WRF PRF MCRC
4 - 8	PRF MCRC	PRF MCRC	PRF MCRC

Additional Screening

- If older students score at or below the 25th percentile on PRF, consider evaluating for lower-level access skills (alphabetic principle); deficits in Phonemic Segmenting, Letter Sounds, Phonics / Word Attack skills may be at the root of the problem.

Progress Monitoring Assessments

- Alternate forms MUST be comparable!

If they are not, there is no way to interpret the information from this graph meaningfully.

Grade 1, Word Reading Fluency: Julie Alonzo
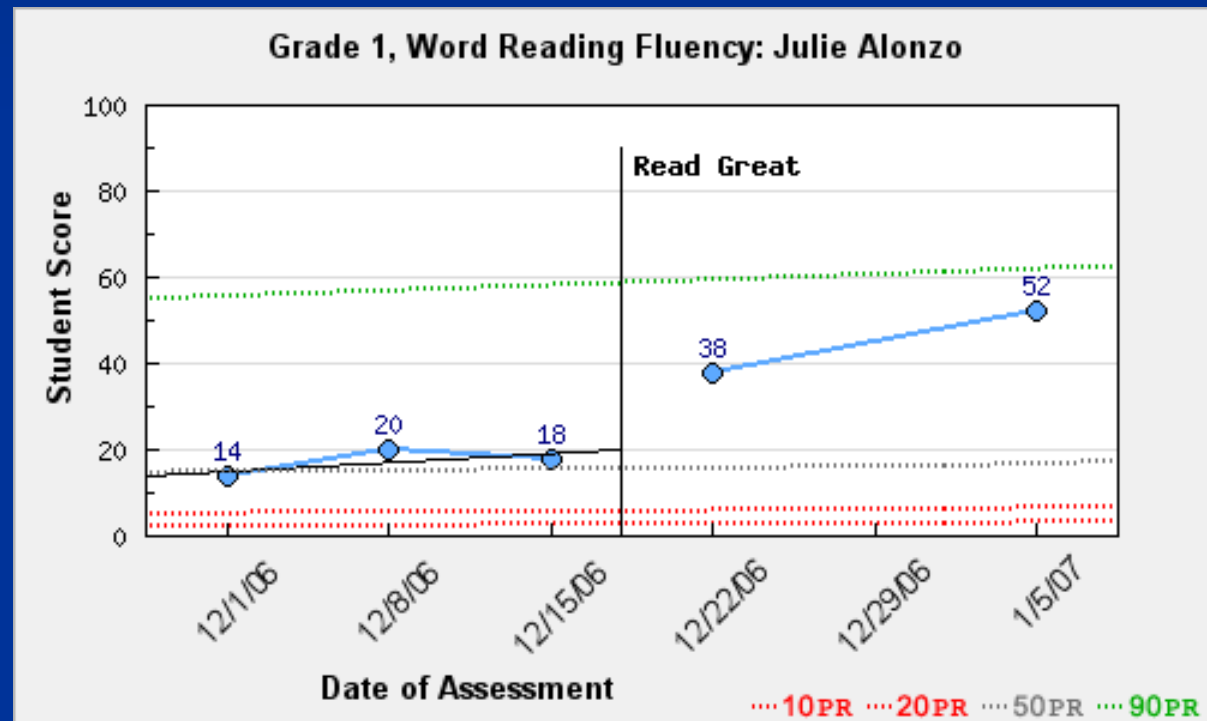
The easycbm assessments

- The progress monitoring assessments available on easycbm were developed using Item Response Theory (IRT), a state-of-the-art statistical procedure (the same stats used by the makers of the SAT, the GRE, and most major large-scale assessments).

- IRT differs from classical statistical approaches in that it involves much more complex mathematics, simultaneously estimating the ability of the student and the difficulty of each item based on the pattern of responses across all items taken by all students.

The easycbm assessments

■ IRT allows a test developer to understand not only the difficulty of a particular item, but also the relative difficulty of each of the possible answer choices.

Item	Answer	Score	Count	Ave. Measure
Gr5MC1	A	0	12	-0.67
Easy Item	C	0	9	0.75
(Msr. = -2.27)	**B**	1	155	0.81
Gr5MC13	A	0	66	-0.46
Hard Item	B	0	33	0.35
(Msr. = 1.10)	**C**	1	75	1.95

Now… a guided tour of easycbm

- If you have a computer, follow along as we walk through the different features available on easycbm.com
- To begin, you'll need to open an internet browser:
    - Mac? Please use *Safari* or *Firefox*
    - PC? Please use *Firefox* or *Internet Explorer*
- Log on to easycbm.com and follow me through the demo!

Questions?

The easycbm assessment system was developed as part of a federal grant from the Office of Special Education Programs to Behavioral Research and Teaching at the University of Oregon. We were one of three federally-funded National Centers on Response to Intervention and Progress Monitoring in Reading. The system was launched in September of 2006 and continues to be refined as educators suggest improvements. Comments, questions, and suggestions are warmly welcomed.

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